

Risk Benefit Assessment – Loirston Nursery: INFECTION CONTROL COVID-19



Who: Staff, children and visitors to the nursery outdoor space

What: Outdoor play

Where: Designated outdoor space

When: All year round, every day, except in really extreme weather

Benefits of hygiene measures outside

- Children learn that hygiene matters outside as well as inside (HWB 0-16a, HWB 0-17a, HWB 0-33a)
- Transfer of skills learned indoors can be applied outside (HWB 0-03a, HWB 0-33a, HWB 0-48a)
- Children learn to use different equipment such as using a water canister or a spa tap (HWB 0-33a)
- Children have to problem solve when it comes to the additional challenges, e.g. dropping paper towel and getting mud on one's hands again (HWB 0-33a, HWB 0-48a)
- Reduction in the transmission of infectious diseases, including COVID-19

Covid-19 benefits

Evidence suggests that outdoor environments can limit transmission, as well as more easily allowing for appropriate physical distancing between children and staff.¹

The research² in support of this statement gives the following reasons:

1. Outside, it is easier to remain socially distant. There is a reduced risk of transmission in uncrowded outdoor spaces compared to indoor spaces.
2. Outside, the viral load, that is, the amount and concentration of droplets, likely to land on a surface is significantly lower.
3. Sunlight may rapidly inactivate SARS-CoV-2 on surfaces, suggesting that persistence, and subsequently exposure risk, may vary significantly between indoor and outdoor environments. The researchers undertaking this study also suggested that "natural sunlight may be effective as a disinfectant for contaminated nonporous materials."³

The need for cleaning surfaces

Contact with contaminated surfaces (hand to the eyes, mouth, or nose) is another recognised mode of COVID-19 transmission, and one that is not affected by the 2m physical distancing rule. Surfaces become contaminated when respiratory droplets settle upon them.

¹ Scottish Government (2020) Coronavirus (COVID-19): guidance on reopening early learning and childcare services 30.7.2020 <https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reopening-early-learning-and-childcare-services/pages/outdoor-spaces/>

² For comments 1 & 2, see Freeman, S. and Eykelbosh, A. (202) COVID-19 and outdoor safety: considerations for use of outdoor recreational spaces, p3 & 4. This is a straightforward research summary. <https://ncech.ca/sites/default/files/COVID-19%20Outdoor%20Safety%20-%20April%2016%202020.pdf>

³ Shanna Ratnesar-Shumate, Gregory Williams, Brian Green, Melissa Krause, Brian Holland, Stewart Wood, Jordan Bohannon, Jeremy Boydston, Denise Freeburger, Idris Hooper, Katie Beck, John Yeager, Louis A Altamura, Jennifer Biryukov, Jason Yolitz, Michael Schuit, Victoria Wahl, Michael Hevey, Paul Dabisch, Simulated Sunlight Rapidly Inactivates SARS-CoV-2 on Surfaces, *The Journal of Infectious Diseases*, , jiaa274, <https://doi.org/10.1093/infdis/jiaa274>

When the virus lands on a surface, the amount of time it will remain there varies. It decreases over time. The approximate length of time the virus remains traceable varies according to the type of material, its porosity and, outside, the meteorological conditions. Steel and plastic are non-porous and traces of the virus can be found several days later. On porous materials including wood and paper, the virus will persist for significantly less time. This is why equipment including books can be quarantined. The virus will die and the equipment will be sufficiently safe to use again.

What should we be cleaning outside?

Identify your key touch points in your outdoor space, e.g. door and window handles, railings, popular installed play equipment (e.g. ladders, rails), gate latches. These are the priority areas for cleaning and disinfection.

Next look at your equipment. This is likely to include pots, pans e.g. in your role play areas and items such as guttering, bread crates and so on. It is these items that you may decide need to be kept separate for each group, if you cannot manage to clean between sessions. Quarantining may also be part of the approach where equipment is rotated with 72 hours between use by different groups. You may also decide to use less amounts of equipment and it is recommended that you have items that are easy to clean.

Regardless you must have a cleaning schedule in place that follows the HPS (2018) *Infection Prevention and Control in Childcare Settings*⁴ Guidance and the *COVID-19 Guidance for Non-healthcare Settings*⁵

What about outdoor surfaces and natural resources such as tree stumps, branches, pine cones that are found in outdoor environment?

Outside there are lots of natural materials everywhere. This includes mud, grass, flowers, leaves, sticks, stones, puddles and so on. Realistically, they cannot be removed or cleaned, and children will play with them. In this instance the World Health Organisation⁶ advises:

"Where cleaning and disinfection are not possible on a regular basis due to resource limitations, frequent hand washing and avoiding touching the face should be the primary prevention approaches to reduce any potential transmission associated with surface contamination."

In addition, WHO also state:

"Spraying or fumigation of outdoor spaces ...is also not recommended to kill the COVID-19 virus or other pathogens because disinfectant is inactivated by dirt and debris and it is not feasible to manually clean and remove all organic matter from such spaces. Moreover, spraying porous surfaces, such as sidewalks and unpaved walkways, would be even less effective. Even in the absence of organic matter, chemical spraying is unlikely to adequately cover all surfaces for the duration of the required contact time needed to inactivate pathogens. Furthermore, streets and sidewalks are not considered to be reservoirs of infection for COVID-19."

For this reason, setting up outdoor handwashing stations that enable staff and children to wash their hands outside in line with national guidance is a sensible strategy.

⁴Health Protection Scotland (2018) *Infection Prevention and Control in Childcare Settings* <https://www.hps.scot.nhs.uk/web-resources-container/infection-prevention-and-control-in-childcare-settings-day-care-and-childminding-settings/>

⁵ Health Protection Scotland (2020) *COVID-19 Guidance for Non-healthcare Settings* <https://www.hps.scot.nhs.uk/web-resources-container/covid-19-guidance-for-non-healthcare-settings/>

⁶ WHO Q&A: Considerations for the cleaning and disinfection of environmental surfaces in the context of COVID-19 in non-health care settings <https://www.who.int/news-room/q-a-detail/q-a-considerations-for-the-cleaning-and-disinfection-of-environmental-surfaces-in-the-context-of-covid-19-in-non-health-care-settings>

Consultations with children, staff and parents

- Children: What do we do if we need to go to the toilet and wash our hands when outside? What do we need to remember to do to keep ourselves clean and safe?
- Staff and parents: We have set systems for cleaning resources, toileting, washing hands and keeping our children safe and clean outside? What are your thoughts about these measures? Do you have any additional concerns or measures we need to consider?



Precedents and comparisons for using outdoor space

- There has been an early years tradition of using outdoor spaces that dates back several centuries. This has been documented in Rosaleen Joyce's book (2012) *Outdoor Learning: Past and Present* and is recognised in Care Inspectorate (2016) *My World Outdoors*, p3-5
- Four outdoor nurseries within Scotland have been hub nurseries. No transmissions recorded at any of these settings since lockdown began. They have

To-date there have been no reported outbreaks of *E-coli* or similar infections at any Scottish outdoor setting (HPS, 2018).

HPS Scotland have produced two reports reviewing outdoor settings with research, expert consensus and guidance to this effect:

- HPS (2010) *An evaluation of the available evidence on hand hygiene for outdoor nurseries across Scotland* <http://bit.ly/2JY2tt1>
- HPS (2018) *SBAR: Hygiene Requirements in Outdoor Nurseries in Scotland* <http://bit.ly/2YtlmMr>

The WHO Hand Hygiene guidelines (2008) provide lengthy guidance <http://bit.ly/32Xk3F6>

Conclusion

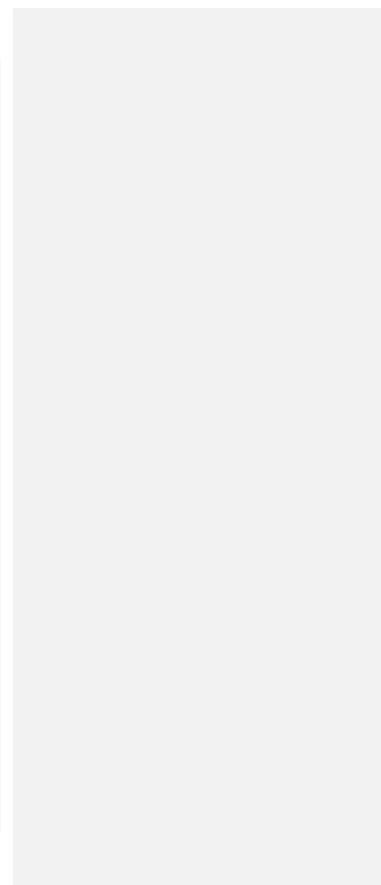
Cleaning schedules, good hand hygiene, a sensible approach to toileting and taking appropriate social distancing measures will prevent the spread of infection when outside.

Risk Benefit Assessment – Loirston Nursery INFECTION CONTROL

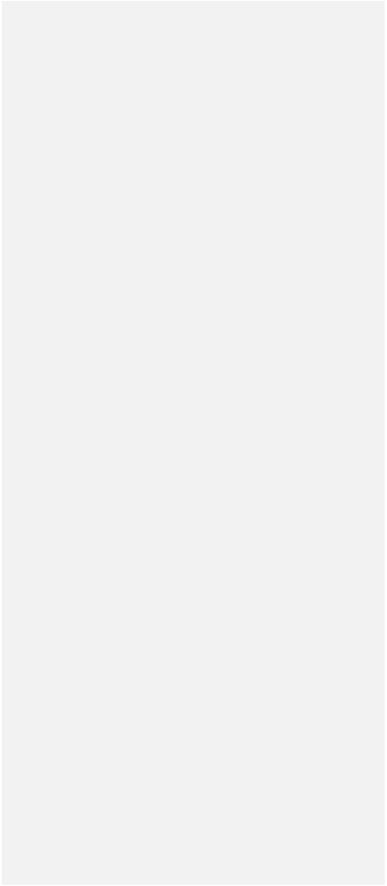
Line Manager name: Anne-Marie Gove		Line Manager signature		Assessment No:
Date: 14.08.20	Assessed by: A.Gove	Location: Loirston Nursery Garden		Review date: 30.09.20
Signature:		Activity: Daily use of garden		

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	S e v e r i t y	L i k e l i h o o d	R i s k r a t i n g	What further action (s) needs to be taken to reduce risk	By whom and by what date
The use of enclosed spaces for snack or shelter from the elements Spread of infection	Children Staff	<ul style="list-style-type: none"> Use of tarps for shelter. Good ventilation. Staff maintain social distance from each other in these spaces Tepees or tents – protocols in place for use to ensure social distancing of adults is maintained. 	L	2	2	Likewise some shelters are well-ventilated. Common sense needed.	All staff Ongoing
Lack of cleaning schedules for outdoor provision Resulting in cross-infection, sickness and illnesses	Children Staff	Health Protection Scotland <i>Infection Prevention and Control in Childcare Settings</i> guidance is followed: <ul style="list-style-type: none"> Cleaning schedules are in place and followed for keeping the outdoor space and resources sufficiently clean. Each group to have their own equipment/resources, unless this can be cleaned in line with national guidance or quarantined 	L	1	1	Be aware that some children may be more prone to infections and/or there are serious consequences. Clean outdoor area between sessions Record on Cleaning schedule. Each group only use resources for their bubble. Boxes clearly labelled. Corden put in place to split outdoor space into 2 areas (purple ribbons tied to alert children). Staff to	All staff ongoing All staff ongoing

						supervise to ensure no crossing of bubbles. Reinforce rules regularly with children.	
Poor personal hygiene Resulting in cross-infection, sickness and illnesses, especially COVID-19	Staff and children	<ul style="list-style-type: none"> Handwashing procedures and hygiene followed outside in line with national guidance Staff to ensure water butts have sufficient clean water. Soap, hand gel and paper towels are readily available outdoors. Staff and children wash their hands using warm or tepid running water and biodegradable liquid soap. Hand sanitiser is available for adults to use. Open wounds are covered with a waterproof plaster or equivalent. 	L	1	1	<p>Individual staff to follow this assessment.</p> <p>Update risk assessments in line with any changes to national and local guidance.</p> <p>Check staff and children and any dermatitis or adverse reactions to soap used.</p> <p>Adult direct children to wash hands before and after playing outdoors.</p> <p>Staff must understand that hand sanitisers are only effective on clean hands to make them ultra clean. These do not replace hand washing outside with soap and water.</p>	<p>All staff ongoing</p> <p>SEPY DHT</p> <p>SEYP DHT</p> <p>All staff</p>
Unintended breaches of 2m social distancing rule COVID-19 spread of infection		<ul style="list-style-type: none"> Adults to maintain social distancing where possible Minimise physical contact with the person – e.g. no hand shaking. Consideration given to emergency evacuation procedures/ fire drill & muster point from the outdoor space Ensure that all staff understand protocols outlined in this risk assessment. 	L	2	2	<p>https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reopening-early-learning-and-childcare-services/pages/infection-prevention-and-control/</p>	All staff ongoing



<p>Parent drop off or pick up from outdoor space Risk of infection and transmission of COVID-19</p>		<ul style="list-style-type: none"> • All adults should maintain physical distancing principles. • Sufficient space available for a parent to remain with their child if needed without coming into contact with other staff, children or families • Drop off/pick up systems must not block access and create pedestrian blockage. Sufficient space for social distancing with due regard for other users with disabilities. 	L	2	2	<p>Staggered starts/finishes at different entrances /parking and walking from further away should be applied if needed as per national guidance</p> <p>Bubbles to enter/leave setting from different entrances.</p>	<p>SEYP</p> <p>SEYP</p> <p>SEYP</p> <p>ongoing</p>
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Risk Benefit Assessment – Loirston Nursery

Who: Staff, children and visitors to the nursery outdoor space

What: Outdoor play

Where: Designated outdoor space:

When: All year round, every day, except in really extreme weather

Benefits of outdoor play in the outdoor space

There are multiple benefits which arise when children to access the outdoor space, all day and every day.

Precedents and comparisons

There is a wide range of research⁷ and national documents⁸ which support young children having lots of time outside. It is recognised that all *Curriculum for Excellence* experiences and outcomes can be achieved through outdoor play.

Consulting and actively involving children and parents in discussions around safety.

- Children: What do you enjoy doing outside? How do we keep ourselves safe when we play outside? What do we need to do and remember?
- Staff and parents: what do you remember about playing outside as a child? Why do you think outdoor play is so important for your children? Is there anything that concerns you about our outdoor space or provision that you think needs addressing?



⁷ <https://www.childrenandnature.org/learn/research/>

⁸ <https://creativestarning.co.uk/international/significant-scottish-outdoor-learning-and-play-documents/>

Risk Benefit Assessment – Loirston Nursery

Line Manager name: Anne-Marie Gove		Line Manager signature	Assessment No:
Date: 14.09.20	Assessed by: A.Gove	Location: Nursery Garden area	Review date: 20.09.20
	Signature:	Activity: Daily use of garden	

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	S	L	R	What further action (s) needs to be taken to reduce risk?	By whom and by what date?
			e v e r i t y	i k e l i h o o d	i s k R a t i o n g		ongoing
Inadequate supervision Leading to a variety of accidents. Increased likelihood of Children running away	Children	<ul style="list-style-type: none"> Staff deployed in line with national guidance to ensure adequate supervision within the totality of the ELC setting, inside and out. Ratios of staff to children is the same as indoors and adapted where necessary to meet needs of specific children and the unique nature of the outdoor space. Staff undertake a daily register of all children present. Adults keep a sharp eye on the whereabouts of all children at all times. The nursery follows school procedures for absconding children. Outdoor space is secure OR working boundaries are known and abided by, e.g. when using part of the wider school grounds. 	L	1	1	Keep checking guidance for latest updates and amend this risk assessment accordingly. 'Butterfly' to support child with toileting/handwashing Absences recorded daily of SEEMIS Weekly wildlife garden visits. (see RA for Wildlife garden)	SEYP ongoing All staff SEYP All staff

<p>Ability Failure to understand and follow instructions can lead to a variety of accidents.</p>	<p>Children Staff</p>	<ul style="list-style-type: none"> The ability of the children is taken into account when setting up and planning for the outdoor space. Additional support for specific children is given to help them access quality provision. New equipment and resources are introduced to the children in ways which allow them to explore safely. For example, a member of staff allocated to be near the resource and support children to explore and consider any safety issues. Staff use common sense, knowledge of children and play and dynamically risk assess. 	<p>M</p>	<p>3</p>	<p>3</p>	<p>Comfortable, quiet outdoor area with books available.</p>	<p>All staff ongoing</p>
<p>Unsuitable resources for children Leading to a variety of injuries</p>	<p>Children</p>	<ul style="list-style-type: none"> In line with the Loose Parts Play: A Toolkit (2nd Ed) p29, every resource is checked prior to being used by children. New resources are introduced with care, and where needed, additional supervision and direct instructions so children understand the safety aspects, where the resource is stored and any other relevant factors. Observations of children playing enable staff to reflect on the suitability of a resource in terms of its learning and play value. There are systems in place for cleaning, repairing, removing and disposing of a resource wisely with due regard for the environmental impact. 	<p>L</p>	<p>2</p>	<p>1</p>	<p>Research suitable 'loose parts' Check for wear/damage regularly.</p>	<p>All staff ongoing</p>
<p>Thrown, dropped or colliding objects and people Leading to a variety of impact injuries and death</p>		<p>We have :</p> <ul style="list-style-type: none"> A positive approach to behaviour management that mitigates most intentional inappropriate behaviours An engaging and interesting outdoor environment Practical reminders given by staff and other pupils. Dynamic risk assessment undertaken by staff and children. Unforeseeable, unintentional and accidental situations are reviewed on a case-by-case basis. 	<p>M</p>	<p>3</p>	<p>2</p>	<p>Monitor your accidents, near misses and first aid so that you can find out where issues exist, when and what action needs to be taken.</p>	<p>All staff ongoing</p>

<p>Built structures collapsing through lack of maintenance, damage, vandalism, poor design Leading to impact injuries, crush injuries, head injuries, death</p>	<p>Children Staff Volunteers Out of hours visitors Wildlife</p>	<ul style="list-style-type: none"> • Dynamic risk assessment by staff • Homemade structures dismantled daily if need arises • System of checks in place for semi-permanent structures created by adults and children. See separate RBA 	M	2	2	<p>Staff to demonstrate to children safe way to put up/take down temporary structures.</p>	<p>All staff ongoing</p>
<p>Broken equipment Through play or vandalism, etc. Causes a variety of accidents.</p>	<p>Children Staff Volunteers Out of hours visitors Wildlife</p>	<ul style="list-style-type: none"> • All faulty or broken equipment is cordoned off, labelled as faulty and reported to the manager or janitor for repair or removal. • There is a register of installed playground equipment. The installed equipment meets BSEN 1176 (playground equipment) and where necessary BSEN 1177 (impact attenuating surfaces) standards and has been installed by a reputable company. • Fortnightly checks undertaken and logged by a competent person along with an annual external check by playground equipment specialist to ensure compliance against the standards. • 	L	2	2	<p>Report all damages to Head Teacher</p>	<p>SEYP ongoing</p>
<p>Working at height Falls leading to impact injuries or impalement</p>	<p>Children Staff Volunteers</p>	<ul style="list-style-type: none"> • Staff dynamically risk assess children using high equipment – installed or otherwise. • Children and staff check ground and surrounds for protruding objects within the fall zone and keep these spaces clutter free. Staff have an agreed approach to managing play at height. • Installed playground equipment that facilitates children playing at height, has an impact attenuating surface underneath installed by a reputable company that meets BSEN 1177 standard. • Storage of resources ensures that only lightweight resources are stored up high. Staff know how to access these safely, using correct equipment. • Resources and equipment are not stored in a way that facilitates access to the roof of the main building or other high up place. 	M	3	2	<p>Observe and support children where required when using high equipment.</p>	<p>All staff ongoing</p>

Litter	Children Staff Volunteers	<ul style="list-style-type: none"> The outdoor space is checked daily before or at the start of the session – for litter, playground equipment and surfaces. There is a checklist for this purpose. Drug materials are removed by a competent person in line with local authority guidance. Gloves are used to remove glass and the material placed in a cardboard or metal container before placing in the bin. Animal scat is removed in line with local authority guidance on biological agents. 	L	1	1	<p>Ensure outdoor litter bin is easily accessed.</p> <p>Staff to use 'litter picker' to remove rubbish</p>	All Staff ongoing
Spread of infection from poor food hygiene practice Leading to sickness, diarrhoea and outbreaks of infections, e.g. E.Coli	Children Staff Volunteers	<ul style="list-style-type: none"> Local authority food hygiene policy and procedures are applied to cooking and eating outside. First aid kit and qualified staff in centre. Parents are advised not to send their child to nursery if they are concerned about their health and feel they are not well enough to be outside. 	L	1	1		All staff ongoing
Manual handling Back injury through lifting, crouching and using heavy equipment Crush injury if heavy item is dropped onto any part of a person's body.	Children Staff Volunteers	<ul style="list-style-type: none"> Adults lift any heavy equipment in line with setting, local authority and national HSE guidelines. Adults model good practice including when crouching to work at child or ground level. Heavy items are not stored high up. Children shown how to lift and carry heavy resources appropriately should they attempt this during their play Loose parts systematically checked prior to being made available for play for potential crush risk 	M	3	2	<p>Be aware of any specific medical needs of adults which may affect their ability to carry items</p> <p>Look at manual handling guidance for children in the Loose Parts Play: A Toolkit (2nd Ed) p29 http://bit.ly/2NXizaf</p>	All Staff ongoing
Slips and trips People slip and trip on uneven surfaces leading a variety of impact injuries	Children Staff Volunteers	<ul style="list-style-type: none"> Children wear suitable clothing and footwear for being outside in accordance with their own individual need. On icy days or particularly inclement weather, the ratio of adults to child may alter or the numbers accessing the outdoor space reduced. Key areas of the outdoor space are 	M	3	2	<p>Ensure playground has been gritted in icy weather. If not, inform janitor.</p>	All staff ongoing

		<p>gritted during cold weather, e.g. entrance areas and other access points.</p> <ul style="list-style-type: none"> • Systems in place for tidying resources that children play with outside. • A place for keeping resources that are not in use is identified. Everyone knows how and where to leave the resources. Staff dynamically risk assess and ensure resources are not left lying around where they could become a trip hazard. • Holes are dug in places outwith the flow of people. Where necessary, they are filled in afterwards. 					
<p>Entrapment Trapped or broken limbs, head, neck or fingers leading to injured joints, strangulation and death</p>	Children Staff Volunteers	<ul style="list-style-type: none"> • Any resource, including loose parts, is systematically checked prior to being made available for play for potential entrapments • Children's constructions are checked by staff through dynamic risk assessment • Rope, string and long things are brightly coloured or clearly visible. Children have been specifically taught the safety elements around their use. See separate RBA. 	L	1	2	See <i>Loose Parts Play: A Toolkit (2nd Ed)</i> for the flowchart on p29 that has a list of hazards to check http://bit.ly/2NXizat	All staff ongoing
<p>Security Unwanted visitors into the grounds Stray dogs in grounds Potential for bites, assault and abduction</p>	Children Staff Volunteers	<ul style="list-style-type: none"> • Outdoor space is secure OR working boundaries are known and abided by, e.g. when using part of the wider school grounds • Any unauthorised persons entering the outdoor space are only be approached if staff are satisfied they are not putting themselves or children at risk. • The centre has procedures for parents/carers dropping off and collecting children from the outdoor space. • The centre has emergency procedures e.g. assembly point, other place of safety, evacuation plan, etc. • Local authority guidance for stray dogs in the grounds is followed. 	L	1	1	<p>Ensure the nursery gate is closed at all times. Gate only to be opened by an adult.</p> <p>Inform parents/carers of the procedures</p>	All staff ongoing

<p>Trees Old age, disease or structure leads to limbs dropping or tree falling over. Crush injuries</p>	<p>Children Staff Volunteers</p>	<ul style="list-style-type: none"> Trees in school grounds or designated outdoor space are checked on an annual basis or more often by arboricultural team or specialist tree service Refer to separate Woodland and Tree Climbing RBA 	<p>L</p>	<p>1</p>	<p>1</p>	<p>No trees in nursery garden.</p>	
<p>Confined spaces Collisions and impact injuries</p>		<p>Activities requiring large amounts of space happen in an alternative area, e.g. beyond designated outdoor space in school grounds.</p>	<p>M</p>	<p>2</p>	<p>2</p>	<p>Children to be supervised and encouraged to slow down in confined spaces. At times, children will be given more space (e.g. school playground) to reduce risk of collisions</p>	<p>All staff ongoing</p>
<p>Water Accidental ingestion of outdoor water, e.g. drinking puddle water or from a water butt or unemptied water tray or an outside tap. Resulting in sickness, diarrhoea and a range of possible infections including Legionnaire's disease Fungal growth due to storage of wet items Cross-contamination through shared resources</p>	<p>Children Staff Volunteers</p>	<ul style="list-style-type: none"> Staff dynamically risk assess Adequate supervision Children and adults do not use water from outdoor sources for drinking or handwashing. All children wash their hands as they enter and leave the outdoor space and before or after any activity involving sand, water, mud or gardening. Accumulated water in equipment outside is emptied daily, e.g. in tyres, buckets, etc. Wet resources are dried thoroughly before storing especially before a w/end or holiday Cleaning procedures in place in line with HPS <i>Infection Prevention and Control in Childcare Settings</i> are followed. Where necessary, equipment and resources for water play are cleaned, quarantined or allocated to a social bubble for use within this cohort of children. 	<p>L</p>	<p>1</p>	<p>1</p>	<p>Adult to direct children to wash hands (supervised by an adult) as they enter/leave outdoor space</p>	<p>All staff ongoing</p>
<p>Bacterial or viral infection through contact with naturally-occurring materials and plants and mud</p>		<ul style="list-style-type: none"> Hand washing procedures and protocols in place outdoors that everyone knows and follows in line with Health Protection Scotland <i>Infection Prevention and Control in Childcare Settings</i> guidance. 	<p>L</p>	<p>1</p>	<p>2</p>	<p>Where necessary equipment and resources for mud play are removed, or reduced in quantity. Quarantining and</p>	<p>All staff ongoing</p>



Leading to a range of possible illnesses						equipment allocated to specific bubbles	
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Risk Benefit Assessment – SAND AND MUD PLAY OUTDOORS

Who: Staff, children and visitors to the nursery outdoor space

What: Sand and mud play

Where: Nursery outdoor space

When: All year round, every day, except in extreme weather

Benefits of sand and mud play in the outdoor space

There are multiple benefits which arise when children have access to sand and mud outside. The aim is to provide a bigger, better or different experience to what is offered inside.

- **Creativity** is developed through offering a wide range of creative possibilities – sand castles and sculptures, miniature cities, roads for toy cars, twig structures, tunnels and fantasy worlds. These are often enhanced with the addition of other props such as toy vehicles, sticks, shells and pebbles. **EA 0-02a, EA 0-05a, TCH 0-14a, TCH 0-15a, TCH 0-01a, TCH 0-11a, TCH 0-12a**
- **Mathematical concepts** are supported through estimating and experimenting with volume, mass, and flow using standard volume measures as well as non-standard volume and capacity explorations (cups, buckets, tubs etc.) **MNU 0-01a, MNU 0-11a**
- **Science and engineering** is supported through experimenting with wet sand and dry sand and mud, construction, understanding that sand and mud have unique properties which enable us to play with it in different ways. **SCN 0-15a**
- **Social and co-operative skills** are commonly developed as children work together on joint projects – building a fantasy world, creating a water channel from A to B, negotiating whose turn it is with the bucket etc. Sand and mud play offers good opportunities for older and younger children to co-operate together – something that's unusual in many playgrounds. **EA 0-06a, HWB 0-08a, HWB 0-05a, HWB 0-19a, HWB 0-23a, HWB 0-44a, HWB0-44b, HWB0-45a, HWB0-45b, RME 0-02a, RME 0-09a, SOC 0-17a, SOC 0-18a**
- **Language skills** are developed – both in terms of words that describe sand and its used and as children discuss what they are doing with adults and each other. **LIT 0-02a, ENG 0-03a**
- **Motor skills** (gross and fine) are developed through digging, constructing, carrying and manipulating the mud and sand. **HWB 0-21a, HWB 0-22a, HWB0-25a**



Precedents and comparisons

- Grounds for Learning, the Scottish school grounds charity produced an advice sheet⁹ for sand based upon their Scottish Government funded natural playgrounds project which ran from 2011-14.
- Creative STAR Learning Ltd also have a web page¹⁰ dedicated to myth busting around outdoor sandpit and giving a range of international examples.
- Millions of people visit beaches daily and do not suffer any adverse effects. Many public play parks have sand as a safety surface which are also used for play purposes.

Risk Benefit Assessment – SAND AND MUD PLAY OUTDOORS

Line Manager name: Anne-Marie Gove		Line Manager signature	Assessment No:
Date: 14.08.20	Assessed by: A.Gove	Location: Loirston Nursery Garden	Review date: 30.09.20
	Signature:	Activity:	

This is a Live Template of a risk assessment identifying typical hazards and control measures for outdoor play. Staff should add specific details relevant to each venue and on a regular basis. Delete elements that are not relevant.

What has the potential to cause harm (hazards) and what might result?	Who and how many people might be at risk?	What measures are already in place?	S e v e r i t y	L i k e l i h o o d	R i s k r a t i o n g	What further action(s) needs to be taken to reduce risk?	By whom and by what date?
Sand blow or throw – into eyes - Irritated eyes, scratched corneas	Teacher Auxiliary Pupils	<ul style="list-style-type: none"> • Sandpit covered at overnight, reducing wind blow • First aid for irritated eyes • Behaviour strategies applied for each child in accordance with IEP and/or personal plan 	M	3	3	Sprinkle sand with water on windy and sunny days (a job for children)	All staff ongoing

⁹ <https://www.tl.org.uk/resources/open-sand-in-schools-and-nurseries/>

¹⁰ <https://creativestarlarning.co.uk/developing-school-grounds-outdoor-spaces/sandpits-outside-roar/>

<p>Bringing sand indoors</p> <p>Whilst not a health concern, sand inside can get into IT equipment and resources.</p>	<p>Teacher Auxiliary Pupils</p>	<ul style="list-style-type: none"> Outdoor clothing available for children to wear, Mat for wiping feet at inside door. Shower caps or hats for head, if getting sand in hair is an issue Brushes available for brushing down /off sand from clothing outside Sand on indoor floors and surfaces swept up. Children wash hands after playing in sand/prior to coming inside 	<p>M</p>	<p>2</p>	<p>2</p>	<p>Encourage children to brush sand off their clothes before leaving the sand pit. Rinse sand from hands using outdoor tap.</p>	<p>All staff ongoing</p>
<p>Presence of animal faeces</p> <p>Leading to bacterial infections and possible COVID-19 transmission</p>	<p>Staff children</p>	<ul style="list-style-type: none"> Monitor situation as animal behaviours do change over time with fluctuating populations. Rake sand at end of each day during monitoring period to find hidden excrement deposited by night time visitors. Sand pit is covered at night, ideally with mesh or netting or closed off, e.g. in a hut Children asked to check their hands have no cuts or grazes. Open wounds are covered with a plaster or equivalent. Children encouraged to wash hands before and after playing with sand. If faeces or bird droppings are discovered then the patch of sand is treated in line with dealing with spillages of blood and body fluids (as per <i>HPS Infection Prevention & Control Guidance in Childcare Settings</i>, May 2018) Sand cleaned in line with RoSPA guidance – this is built into cleaning schedules for outdoor space. 	<p>L</p>	<p>1</p>	<p>1</p>	<p>Sand pit covered at the end of each session See RoSPA Sand Play in Children's Areas https://www.rospace.com/play-safety/advice/sand-play/</p>	<p>All staff ongoing</p>
<p>Build-up of bacteria due to sandpit remaining covered and unused</p> <p>Bacterial infection Open wounds on hands</p>	<p>Staff Children</p>	<ul style="list-style-type: none"> Sand raked and played in daily. Cover removed daily to allow sunshine and air to access sandpit. Health Protection Scotland advice followed with regard to hand hygiene. First aid kit and qualified staff in centre. Regular disinfecting of sand and thorough raking/forking weekly and at the start of each term 	<p>L</p>	<p>1</p>	<p>1</p>	<p>Staff to disinfect sand weekly with a week childsafe disinfectant</p>	<p>All staff ongoing</p>



Risk Benefit Assessment – WEATHER

Who: Staff, children and volunteer helpers

What: Weather arrangements and considerations for outdoor provision

Where: Nursery outdoor space and routine and expected off-site visits, such as weekly visits to local greenspace

When: All year round

Benefits of being outside in almost all weathers. Children learn:

- How to dress appropriately for a range weather conditions HWB 0-15a, HWB 0-33a
- How to manage being outside in a range of weather conditions, developing resilience and a positive attitude HWB 0-03a, HWB 0-07a
- About features that provide shade on sunny days HWB 0-48a
- About the creative possibilities afforded by the different weather conditions, such as a range of art, music, drama and dance EXA 0-05a
- How to use the weather conditions for mark making opportunities outside LIT 0-26a
- How to keep warm when it is cold HWB 0-16a, HWB 0-17a, HWB 0-21a, HWB 0-22a, HWB 0-25a
- About how other animals manage in different weather conditions and seasons SCN 0-01a
- How to move over or around slippery surfaces such as frozen puddles or wet wood HWB 0-16a, HWB 0-17a, HWB 0-21a, HWB 0-22a, HWB 0-33a. SCN 0-05a
- How to recognise when to change clothing and eventually doing this independently HWB 0-16a, HWB 0-17a
- How to apply sunscreen HWB 0-16a. HWB 0-17a, HWB 0-33a, HWB 0-48a,
- About the need to eat plenty of good food and drink sufficient water HWB 0-48a
- To observe, listen, feel and recognise the prevailing weather conditions and the play possibilities that arise as a result of the weather. HWB 0-11a, HWB 0-19a, HWB 0-25a
- Learn new vocabulary and expressions associated with the weather and seasons. LIT 0-10a, MNU 0-13a
- Develop fine and gross motor skills based upon managing changing terrain and ground surfaces HWB 0-21a, HWB 0-22a,
- Can reflect upon the experience and be actively involved in documenting the experiences, e.g. drawing pictures, talking about photos or videos, wondering about weather, talking about their perceptions of weather and/or fears. HWB 0-19a, LIT 0-09a, SOC 0-09a,



Precedents and comparisons

There are more than 30 outdoor settings throughout Scotland where children are outside in almost all weathers. The number of days where alternative arrangements for adverse weather are rarely more than five days per year. However, the outdoor provision does change according to the weather and staff ensure children are supported to cope in all weathers.

Conclusion

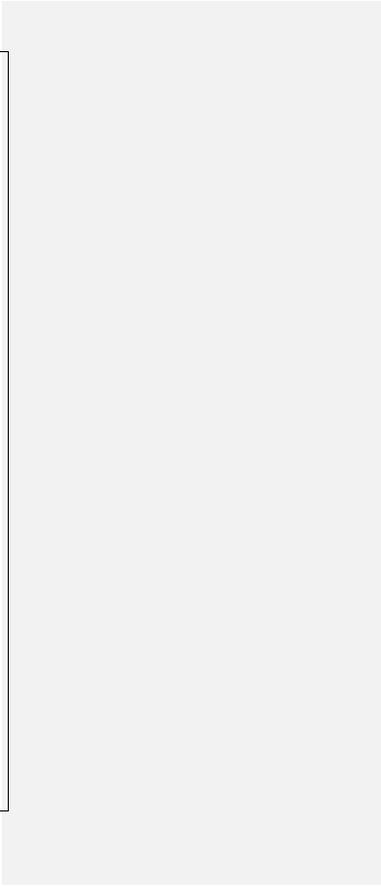
There's no such thing as bad weather. We just have to adapt our outdoor practice to make the most of the benefits provided by our variety of weather.

Risk Benefit Assessment – WEATHER

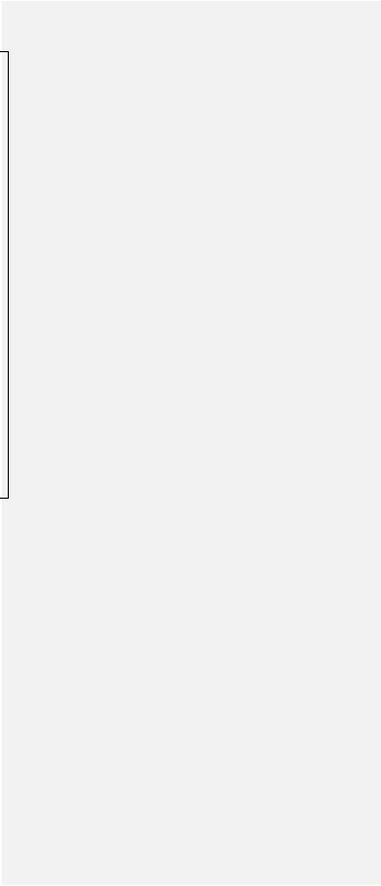
Line Manager name: Anne-Marie Gove		Line Manager signature		Assessment No:	
Date: 14.08.20	Assessed by: A.Gove	Location: Loirston Nursery Garden		Review date: 30/09/20	
	Signature:	Activity: Daily outdoor use			

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	S e v e r i t y	L i k e l i h o o d	R i s k R a t i o n g	What further action (s) needs to be taken to reduce risk?	By whom and by what date?
Adverse weather which includes: • High winds: falling trees and	Children Staff	Checks and closures • Weather conditions are checked daily and the daily routines and outdoor experiences adjusted accordingly.	M	2	2	Use 'dens' to provide shelter/shade when necessary.	All staff ongoing

<p>branches; wind borne debris</p> <ul style="list-style-type: none"> • Thunder and lightning • Heavy snow or hail • Hot, sunny weather <p>Adverse weather which may lead to:</p> <ul style="list-style-type: none"> • Hypothermia • Hyperthermia • Sunstroke, sunburn and dehydration • Impact injuries through slips and trips • Head injuries • Impalement injuries 	<p>Volunteers</p>	<ul style="list-style-type: none"> • Nursery closure procedures in place – parents and carers are aware of these. • Off-site visits reviewed during adverse weather <p>Appropriate clothing and footwear</p> <ul style="list-style-type: none"> • Children and staff are wearing appropriate clothing and footwear for the prevailing weather, including accessories. • There are sufficient spares of all clothing to ensure all children and staff can stay and play outside as much as they wish. • Staff and children have their own outdoor clothing and footwear, that is identifiable to the owner. <p>Sunny weather</p> <ul style="list-style-type: none"> • Sunscreen is applied in line with ELC setting policy. Sun hat and long-sleeved clothing worn by children and modelled by adults. • Spare drinking water available on site and on off-site visits. • Activities in shady places are encouraged by staff. <p>Windy weather</p> <ul style="list-style-type: none"> • Consider the risks of materials being blown about in windy weather. Resources available are suitable for windy weather • Structures have been identified which may need tying down or secured. There is a system for doing this. • System in place to ensure children and staff able to hear and follow instructions. <p>Snow, ice, hail and weather below freezing</p> <ul style="list-style-type: none"> • Wind chill factor is taken into account. • Adequate clothing and shelter available 				<p>Parents asked to provide appropriate clothing for their child</p> <p>Each child has their own water bottle available at all times during the session</p>	
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		<ul style="list-style-type: none">• Sufficient heating available in indoor or sheltered spaces to warm up children and staff and dry clothing.• Staff actively encourage children to move around and find ways to keep warm.• Areas of outdoor space are gritted prior to children's arrival to reduce slips and trips in identified key areas of movement, e.g. entrance areas, access paths.• Outdoor space may be reduced or numbers of children accessing outdoor space may be limited, <p>Lightning storms</p> <ul style="list-style-type: none">• Wide open areas and locations under tall trees avoided during lightning storms.• Children supported to observe and enjoy the show from a safe place.					
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Risk Benefit Assessment – Using Ropes, String and Other Long Things

Who: Staff, children and visitors to the nursery outdoor space

What: The use of ropes in play: simple rope structures, e.g. low level swings and bridges, pulleys, den building, bandages in role play, wire in technology explorations

Where: Nursery outdoor space, local green space

When: All year round, every day, except in extreme weather.

Benefits of using ropes, string and other long things

- Encourages cooperative play, especially big rope explorations **HWB 0-05a**
- Facilitates communication and discussions around what can be done with a rope or piece of string. **LIT 0-02a**
- Practical skills such as tying knots are acquired. **TCH 0-10a**
- Children learn responsible use of rope and string and safety measures required. **HWB 0-16a**
- Den building requires use of rope, washing line, etc. This is construction and role play activity that requires creativity, imagination and use of problem-solving strategies. **TCH 0-10a** Pulleys are useful to enable children to explore forces and transport materials at a range of heights. **SCN0-07a**
- Development of physical motor skills required to use rope, ribbon and string. **HWB 0-22a**
- Opportunities to explore a range of different ropes, string and other long materials and discover their properties including what rope or string works best for each job or activity. **SCN 0-15a**
- The enjoyment of playing on rope structures where the children have helped create them. **HWB 0-19a**
- Different widths and lengths of ropes, etc enables children to explore measurement in their play. **MNU 0-11a**
- Use of bandages in role play linked to people who help us. **SOC 0-16a**
- The creation of a pendulum: a rope swing, or otherwise is an introduction to forces, can be used for art investigations around line and pattern and is part of exploring time. **EXA0-02a, EXA0-04a, EXA0-05a**

Precedents and comparisons

There is a tradition of using these materials for play purposes within early years settings and the play sector. Guidance¹¹ produced by the Forestry Commission provides sensible advice about testing rope swings and checking strength – and this is for use by all ages. The York College incident¹² in 2012 is the most recent precedent where a 3yr old managed to access a rope tied up on a slide. Systematic removal of rope after use and following of agreed safety procedures needs to happen.



Risk Assessment: Using Ropes, String and Other Long Things

Line Manager name: Anne-Marie Gove		Line Manager signature		Assessment No:	
Date: 14.08.20	Assessed by: A.Gove	Location: Loirston Nursery Garden		Review date: 30.09.20	
Signature:		Activity: Daily outdoor use			

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	S e v e r i t y	L i k e l i h o o d	Ri sk r a t i n g	What further action (s) needs to be taken to reduce risk	By whom and by what date
Children's abilities and inadequate level of supervision leading to an increased likelihood of accidents happening. Slips and trips	All participants	When ropes and string are used, it is under adult supervision. Ropes and string not in use are stored away. Ropes are counted out and counted back in, so that none are inadvertently left out. The quantity and lengths of rope available depends on the planned activity, the age, ability and experience of children as well as the level of supervision deemed necessary.	L	1	1	.	All staff ongoing

¹¹ Harrop, P (2006) *Rope Swings, Dens, Treehouses and Fires*, Forestry Commission England

¹² <https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-26187033>

<p>People lose their balance and fall causing sprains, broken limbs, head injury.</p> <p>Rope running through hands - Splinters or burns from rope</p> <p>Loops in ropes - Fingers getting trapped in ropes</p> <p>If rope gets looped around a child's neck – risk of strangulation</p> <p>Working at height – falling off and getting tangled in the rope leading to strangulation</p>	<p>All participants</p>	<p>Bright coloured ropes are used which are more visible or tags added to ropes which are more camouflaged if needed when ropes are used in places which are less visible to children.</p> <p>Children and adults know the rules for using rope. These include:</p> <ul style="list-style-type: none"> ● Avoiding letting rope run through hands ● Long hair needs tied up or kept under a hat ● Dangly jewellery should be removed ● Children do not bind their hands or arms or wrap rope or string around their bodies, especially the neck. ● Staff are vigilant about rope at ground level and rope looping which can trap fingers or feet. ● Staff and children check rope structures and knots before using them. No frayed or badly damaged rope, ● Ropes are not used for climbing trees nor carried up a tree for attaching at height by any adult or child who is not sufficiently competent to do this. ● Rope structures such as simple rope swings, bridges and hammocks are placed at a low level and over a soft surface, e.g. grass. 				<p>Seek advice from Sports Development Trust/Adventure Aberdeen or Outdoor Ed team if in doubt.</p>	
<p>Falling trees and broken branches</p> <p>Rope structures being badly set up which lead to a variety of injuries from burns, falls, impact injuries, strangulation.</p> <p>Participants unsure of how to use rope structures - lead to a variety of injuries from burns, falls, impact injuries, strangulation.</p>	<p>All participants</p>	<p>Suitable healthy trees identified for rope work:</p> <ul style="list-style-type: none"> ● Strong branches ● Soft surfacing underneath free from protruding rocks ● Ground surface checked and obstacles removed ● Proximity of rope activity to other activities and features is considered prior to setting up. ● Trees are inspected prior to rope structures every visit for environmental and weather changes, wear and tear, presence of wildlife ● Structures set up at a suitable height from the ground, taking account of children's ages and abilities 	<p>L</p>	<p>1</p>	<p>1</p>		<p>All staff ongoing</p>

		<ul style="list-style-type: none"> Care is taken to attach ropes to strong limbs or the main trunk of a healthy tree. Staff and children adjust rope structures as needed throughout the activity. 					
Children fall from height leading to impact injuries	Children and staff	<ul style="list-style-type: none"> Ropes checked prior to use by observation and pulling firmly: no frayed or badly damaged rope used. Support structure is checked prior to use and the following are not used/avoided <ul style="list-style-type: none"> Dead or rotten branches or tree Trees with evidence of fungal growths Trees where there a risk of children crashing into the tree or support Height of rope swing is low – max 60cm at resting point and highest swing point checked to ensure children can manage (always less than 2m). Soft surface underneath, e.g. grass, forest floor. Protrusions and sharp objects removed. Surrounding trees and/or structures are also checked to ensure they will not impact on rope swing or structure Rope swing removed after use – at the end of the day/session. 	L	1	1	Harrop, P (2006) <u>Rope Swings, Dens, Treehouses and Fires</u> , p6 has a list of checks that have been used in this section of the RA.	All staff ongoing
Tree or location has special conservation or heritage value that could be harmed by the use of rope structures	Trees and greenspace	<ul style="list-style-type: none"> Permission sought from landowner prior to putting up rope structures Photos taken and site monitored through each season. Diary or log kept. 	L	1	1	Have a look at the Scottish Forestry Forest Kindergarten draft guidance for landowners for more measures to protect and care for the land http://bit.ly/2YroCb3	All staff ongoing

Risk Benefit Assessment – GARDENING



Who: Staff and children. The occasional visitor, e.g. countryside ranger, advisors, outdoor professionals

What: Gardening activities, including the storage, management and use of tools. This includes planting, growing, caring for and harvesting a range of plants including fruit and vegetables for use in snack, where appropriate and the occasional foraging by children. Measures to improve biodiversity of the area are also included in this RBA.

Where: Loirston Nursery outdoor space

When: All year round except in extreme weather, with more activity in the spring, summer and autumn.

Benefits of gardening

- Children learning more about biodiversity, how plants grow and how to look after plants **SCN 0-01a**
- Children learn about and can name the structure and function of plants **SCN 0-03a**
- Children can harvest and eat produce they have grown. They learn about need different kinds of food to keep them healthy. **HWB 0-32a**
- Children learn about where living things come from and about how they grow, develop and are nurtured. **HWB 0-50a**
- Children learn about things which are not okay to touch or eat and how to keep safe **HWB 0-38a**
- Together children enjoy handling, tasting, talking and learning about different foods they have grown. In doing so, they discover ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30**
- Children learn about different foods through gardening and which are healthy **HWB 0-32a**
- Children develop awareness of how cleanliness, hygiene and safety can affect health and wellbeing and this knowledge is applied in the context of gardening. **HWB 0-33a**
- Children are physically active and use their bodies to push, pull and balance as they use a range of tools and resources at varying heights. **HWB 0-21a HWB 0-22a**
- Children can feel, taste, see and smell the plants they are growing **SCN 0-12a**

Precedents and comparisons

Gardening is a traditional activity within early years settings. The incident of poisoning through ingestion of potentially harmful plants remains low with the Royal Horticultural Society (RHS) stating, '*Serious poisoning by plants is very uncommon in the UK. Some garden plants present a hazard, but the risk of severe poisoning, skin reaction or allergy is generally low.*'¹³

¹³ <https://www.rhs.org.uk/advice/profile?pid=524> Accessed 25.9.18

Risk Assessment: GARDENING



Line Manager name: Anne-Marie Gove		Line Manager signature		Assessment No:	
Date: 14.08.20	Assessed by: A.Gove	Location: Loirston Nursery Garden		Review date: 30.09.20	
Signature:		Activity: Daily outdoor use			

What has the potential To cause harm (hazards) and what harm might result?	Who and how many people might be at risk?	What measures are already in place?	S	L	R	What further action(s) needs to be taken to reduce risk?	By whom and by what date?
			e v e r i t y	l i k e l i h o o d	i s k R a t i n g		
Slips and trips People slip and trip on uneven surfaces leading to falls and a range of impact injuries	Children Staff Volunteer s	<ul style="list-style-type: none"> Children wear suitable clothing and footwear for gardening, e.g. wellies or trainers Numbers of children and adults gardening reflect the layout of the garden. Sharp corners and edges on raised beds filed smooth or protected. 	M	2	2		All staff ongoing
Manual handling Back injury through lifting, crouching and using heavy equipment and lifting heavy or awkward objects	Children Staff Volunteer s	<ul style="list-style-type: none"> Adults lift any heavy equipment in line with local authority guidance. Children given lighter equipment to carry and shown how to lift and carry with others. Adults model good practice including when crouching to work at ground or child level. The raised beds and other containers are at a suitable height and width for children to access. 	M	2	2	Look at Loose Parts Play: A Toolkit 2 nd Ed, p30 for child friendly guidance about lifting and moving	All staff ongoing

<p>Carrying and using gardening equipment properly Impact injuries Cuts from blades or sharp edges of tools</p>	<p>Children Staff Volunteers</p>	<ul style="list-style-type: none"> • A tool talk is given at the start of each gardening session along with gardening rules. • Children and adults know how to use each piece of equipment properly including keeping a safe working distance from other people (a tool's length + an arm). • A place for keeping tools that are not in use is identified. Everyone knows how and where to leave the tools. • Tools are counted out and collected in again at the end. • Tool use is supervised on a ratio appropriate to the age of the children and their ability to use it. • Tools are cleaned and kept well-maintained. Cleaning schedules include this. • Tools are suitable for the task allocated. 	<p>L</p>	<p>2</p>	<p>1</p>	<p>You could put a child friendly visual tick sheet for this purpose when tidying up</p>	<p>All staff ongoing</p>
<p>Bacterial infection Open wounds on hands not covered or forgetting to wash hands then eating food. Accidental ingestion of dirt, spores or faecal matter Leading to sickness, vomiting and contraction of harmful bacteria, e.g. salmonella and E.Coli</p>	<p>Children Staff Volunteers</p>	<ul style="list-style-type: none"> • Children asked to check their hands have no cuts or grazes. All visible cuts and abrasions are covered with a waterproof dressing • Adults and children wear gloves when gardening. • Children reminded to wash hands before and after working in the garden. • Children reminded not to taste or eat anything until checked by an adult and washed. • First aid kit and qualified staff in school. • If person has been cut or grazed whilst gardening then first aid in line with Council policy and <i>HPS Infection Prevention and Control Guidelines</i>, May 2018 Appendix 11 • Bought compost in bags is opened and left to "breathe" in a well-ventilated area for 48h before being used. 	<p>M</p>	<p>3</p>	<p>2</p>		<p>All staff ongoing</p>
<p>Debris in the soil Finding glass, unexpected objects</p>	<p>Children Staff Volunteers</p>	<ul style="list-style-type: none"> • Children should let an adult know immediately if they uncover or find something dangerous or unexpected in the soil. 	<p>M</p>	<p>2</p>	<p>3</p>		<p>All staff ongoing</p>

		<ul style="list-style-type: none"> • Drug materials should be removed by a competent person in line with local authority guidance. • Gloves should be used to remove glass and the material placed in a cardboard or metal container before placing in the bin. • Animal scat removed in line with local authority guidance and <i>HPS Infection Prevention and Control Guidelines</i> guidance. 					
<p>Potentially harmful plants Contact through play, gardening</p> <p>Thorny plants: infection from scratches or a thorn stuck in skin.</p> <p>Stings from nettles: the odd one is fine but falling into a bed of nettles is highly distressing.</p> <p>Ingestion of a poisonous plant, berries or mushroom can lead to vomiting, sickness and kidney failure.</p> <p>Allergic reactions</p> <p>Rashes from plant sap of some plant species, e.g. Giant hogweed or spurge which can cause scarring.</p>	Children Staff Volunteers	<ul style="list-style-type: none"> • Children and staff wear gloves when gardening. • Where plants are to be eaten, staff ensure the plant is edible and that no child has a known allergy to the plant. See Foraging RBA. • Seeds and bulbs are stored securely and out of reach of children. • Onions and other edible bulbs are not grown near similar looking inedible bulbs • Protocol in place, that parents/carers know and have consented to their child having thorns removed from exposed skin. • Nettles and other plants known to cause an adverse skin reaction upon contact are removed from areas where children may trip and fall or ride a bike into them or where balls often end up landing. These plants are cut back from busy pathways. • Any potentially harmful plants, mushrooms or fungi are pointed out to child who learn not to touch, pick or eat on an ongoing basis. • First aid procedures followed if ingestion or severe allergic reaction happens. • Staff know which children have a serious allergy to pollen or other parts of a plant and have discussed what to do with child and parent. Child's personal plan and medical information updated accordingly. • Staff have first aid training. 	M	3	2	<p>Be aware that some children may be more prone to infections and/or there are serious consequences. Your record keeping matters along with clear procedures to support.</p> <p>Most mushrooms, berries and fungi are not harmful – encourage children to leave for others to enjoy from a sustainability rather than safety perspective.</p> <p>See RBA in place for foraging. See Out to Play guidance around benefits to wildlife who need also berries, plants and fungi.</p>	All staff Ongoing

Commented [1]:

Wasp and bees – Stings that could cause an allergic reaction	Children Staff Volunteers	<ul style="list-style-type: none"> Children, volunteers and staff taught how to behave around wasps and bees. Staff have first aid training and follow first aid procedures for stings. Staff know which children have a known allergy to wasp or bee stings. Procedures in place through personal plan for addressing this. Pest control called to remove wasp's nest if they are in a place that causes concern 	M	2	2	Do wasp drills where children and staff practice standing still with mouths shut!	All staff ongoing
Bird issues Feeding birds, cleaning nesting boxes and managing bird droppings leading to infection Aggressive nesting gulls and other birds causing impact injuries		<ul style="list-style-type: none"> Children reminded about rules and safety advice whilst attending the feeding station, e.g. don't touch any droppings and to wash hands thoroughly after attending bird feeding station. Staff regularly check bird feeding station for droppings and remove with warm soapy water. Weekly cleaning of bird feeder and bird bath. Any play equipment or resources that have been contaminated with bird droppings are cleaned in line with Section 4.6 Dealing with spillages of blood and body fluids in the HPS <i>Infection Prevention and Control in Childcare Settings</i> guidance HPS Scotland advice followed for managing a dog bite. http://bit.ly/2Mq4jV6 Nesting boxes are cleaned in line with RSPB guidance http://bit.ly/2QRirJV RSPB and SSPCA guidance for managing aggressive or nesting birds such as gulls is followed, e.g. http://bit.ly/2OQh7a7 and http://bit.ly/2H0uMVJ 	L	2	2		All staff ongoing

