
EYFS Risk Assessment 2025-2026



Reception

Why Risk Assess?

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

The following risk assessments cover the main areas of the indoor and outdoor environment. The general checklist covers our daily considerations before opening up the environment to parents and children. Toileting, first aid and safeguarding are covered in our handbook and by whole-school policies available on the school website. Trips are covered separately using whole-school risk assessment forms and are agreed on a trip-by-trip basis by the Headteacher.

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

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Benefit Risk Assessment: Indoor Activities

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Malleable activities	Physical development as well as motor skills practice.	Possible allergic reactions to materials. Consumption of materials.	<i>I can roll and cut this up to make a birthday cake for you</i>	possible	minor	MODERATE	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	Staff and parents	
Toy boxes	Add stimulus to play increasing vocabulary, interaction and communication.	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes.	<i>We have to think before we move the boxes</i>	possible	moderate	HIGH	Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques.	Staff and children	
Slips and trips		Children trip or slip on toys left on the floor	<i>You need to look where you are walking, tidy up what you don't need</i>	possible	minor	MODERATE	Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff and children	
Scissors	Promotes the children's motor skills and creative play	Children cut themselves or others	<i>When need to hold the scissors safely and walk with them. I must not put my fingers in the hole punch.</i>	possible	minor	MODERATE	Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut. Make it clear to the children that you don't use the scissors to cut hair or each other's clothes. Model to the children how to use scissors and walk with them safely. Model how to use the hole punches.	Staff and children	
Open shelves	Encourage independence and self-selection of resources	Children climb the shelves or hang off it causing shelves to fall	<i>I must not climb the shelves or hang off the furniture</i>	Unlikely	moderate	MODERATE	Talk to the children about the open shelves and how to use them safely. Encourage the children to find an adult if a child is using the shelves incorrectly.	Staff and children	
Snack time	Encouraging Healthy eating Snack time being a social time.	Choking Allergies	<i>I must not eat or touch food I don't know about. I must only eat the food in my box.</i>	possible	catastrophic	HIGH	Pediatric first aiders in the room at all times when the children are eating/ having snack. All children sat facing forwards. The first aider sat facing them. -Allergy children at a table. Epi pens in the classroom. - Named bags on hooks with epi pens and medication in.	Staff, children and parents	

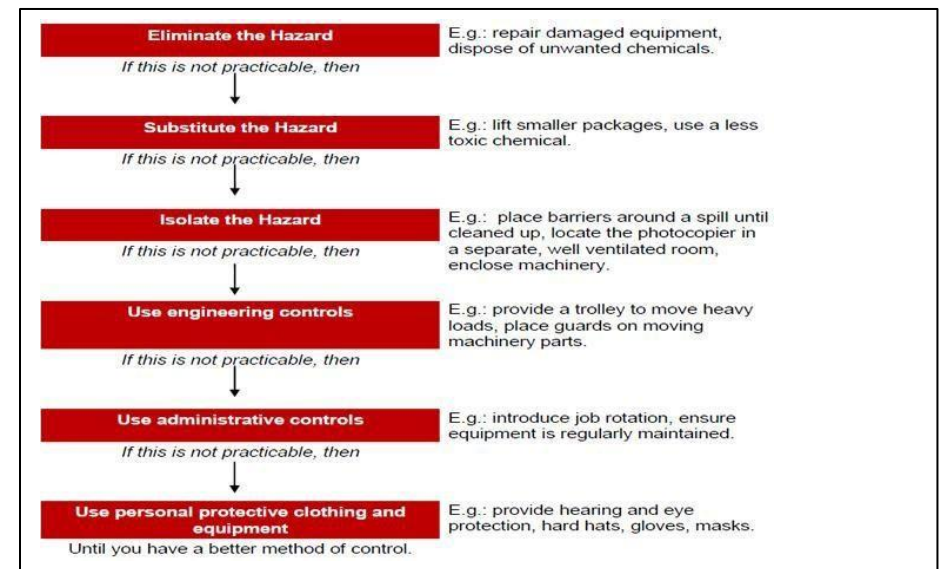
							- Children's allergy action plans up in the classroom.		
Lunch	Encouraging Healthy eating Lunch time being a social time.	Choking Allergies	<i>I love lunchtime. I like trying new foods.</i>	Possible	Catastrophic	HIGH	- PDFA x2 in the lunch hall watching the children. - Reception children eat before the rest of the school. - Cut up food especially sausages into quarters. - Allergy children on a separate table. - Epi pen bags taken to the lunch hall. - Epi pens stored in the office/ anaphylactic kit outside the office. - Parents will inform staff of any known allergies. -	Staff, children and parents	

Benefit Risk Assessment: Sensory Kitchen

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	<i>It's fun to get dirty</i> <i>The mud feels good</i>	unlikely	minor	LOW	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff At the beginning of each session	
Soil contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	<i>Tell the teacher if we see something strange</i>	unlikely	minor	LOW	Soil should be checked for contaminants daily, before play This is part of the daily checklist Children follow the no consumption rule in this area Not using manure or any chemicals on the garden or surrounding areas.	Staff Part of daily checklist	
Washing up hands	Children learn good hygiene practices	Wet areas Slips and trips	<i>We need to wash the mud off properly</i>	possible	moderate	HIGH	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff to monitor	
Washing up utensils, equipment	Involving the children in the cleaning and tidying creates a sense of ownership Can help with fine and gross motor skills	Manual handling Moving pots and pans	<i>We need to pick the pots up off the floor and put the spoons away</i>	unlikely	minor	LOW	Ensure buckets and baskets are not overloaded. Provide low storage for pots and pans. Adults to oversee manual handling and model safe techniques.	Staff to monitor	
Water	Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups. Covers aspects of maths, and science.	Drowning Flooding during prolonged or heavy rain	<i>I have made a stew we are going to have our friends over for tea</i>	rare	catastrophic	HIGH	Containers provided do not allow children to fall in. Teachers to supervise where large trugs are in use and do not fill deeply. Staff to monitor area during prolonged heavy rain	Staff to monitor	

Water	As above	Stagnant water, consumption/ absorption of contaminants	<i>Don't really drink it, it would be yucky!</i>	unlikely	moderate	MODERATE	Water containers are emptied at the end of each session/ day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.	Staff to monitor	
Wet/dirty clothes	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	<i>We should wear mud suits and wellies so they can get dirty</i>	possible	insignificant	LOW	School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	
Gravel, pebbles, woodchip or other pieces of natural material	Fine and gross motor skills are developed when lifting, mixing, stirring and pouring The connection to nature	Choking	<i>I love mixing all the materials into my pot</i>	unlikely	moderate	MODERATE	Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area Children encouraged to follow a no consumption rule in this area	Staff	
Using plants and other foraged natural materials	Connection to nature Creative stimulus Sensorial Open ended materials	Ingesting or absorption of poisonous plants Allergies	<i>I like adding leaves and twigs to my potion</i>	unlikely	moderate	MODERATE	Raise the risk of eating plants Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play.	Staff	

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



Benefit Risk Assessment: Climbing equipment and free standing play equipment

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Tyres	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play	Falling from a height, slipping on equipment	<i>I am a going to climb all the way to the top of the tyre mountain</i>	possible	moderate	HIGH	All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure. Equipment checked for stagnant water.	Staff and children	
Crates and planks, cable reels, tree stumps	Children develop their motor skills and balance. Creative play.	Slips, trips or falls. Knocks from falling or moving blocks.	<i>We built a castle – you can come over the bridge</i>	possible	minor	MODERATE	Children have a safety talk prior to using the equipment and agree how to use it safely. Daily reminders are given about assessing the risk in their play. Weather conditions to be considered when accessing the equipment. Area to be monitored to ensure surroundings are clear and surface is flat. All equipment is checked regularly to look for damage.	Staff and children	

Benefit Risk Assessment: Wheeled Toys

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Riding on and being a passenger on the bikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping.	<i>We are chasing a tiger it escaped from the zoo.</i>	possible	minor	MODERATE	Involve children in safety talks about using the bikes in the outdoor space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the outdoors at any one time and keep them to hard surface area to avoid muddy/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary. If putting bike out, put them half way down the path as the top part is too steep, especially the banking sides.	Children and staff	
Scooting around the paths	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	<i>This is a police scooter we are keeping people safe.</i>	possible	minor	MODERATE	Involve children in safety talks about using the scooters in the garden space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Children and staff	

Benefit Risk Assessment: Growing Area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	<i>It's fun to get dirty</i> <i>The mud feels good</i>	unlikely	minor	LOW	Provide hand washing facilities during and after play. Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff At the beginning of each session	
Soil contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	<i>Tell the teacher if we see something strange</i>	unlikely	minor	LOW	Soil should be checked for contaminants daily, before play. This is part of the daily checklist Children follow the no consumption rule in this area. Not using manure or any chemicals on the garden or surrounding areas.	Staff Part of daily checklist	
Washing up hands	Children learn good hygiene practices	Wet areas Slips and trips	<i>We need to wash the mud off properly</i>	possible	moderate	HIGH	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff to monitor	
Using gardening tools	Children develop safe handling skills; understand the purpose of gardening tools.	Cuts/grazes from using tools. Poking or eye injuries.	<i>We need to dig up the potatoes for our soup.</i>	possible	moderate	HIGH	Ensure children are show how to use the tools safely and that they only work under supervision when using sharp tools. Make sure tools available are child sized and appropriate. Check all tools regularly for damage and replace where necessary.	Staff and children	

Growing own food to cook in the environment	Scientific knowledge of plants and growth cycles. Understanding about environmental issues. Cooking and tasting a variety of home-grown foods.	Allergic reaction to foods.	<i>We made this leek and potato soup with vegetables that we grew in our garden.</i>	unlikely	Catastrophic	HIGH	Ensure all information on allergies is stored centrally and all staff are aware of known allergens. Parents to inform school of any changes and updates and ensure all medication is in school. Staff to check dates and ensure all medication is stored centrally and in date. Plan activities carefully for children with allergies considering ingredients and possible sources for reaction. Source alternative safe ingredients where necessary.	Staff, parents, children	
Cooking and /or eating food grown in the garden	Knowledge of foods and how they grow. An understanding of healthy diets.	Allergic reaction to food. Consumption or absorption of a contaminant.	<i>I didn't know potatoes grew under the ground.</i>	unlikely	moderate	HIGH	Children to understand not to put anything in their mouths in this area. Foods harvested to be washed and prepared safely. Staff carrying out cooking activities to have the relevant food hygiene certification. (EYFS leader to ensure this is kept up to date) Children to be involved in safe food preparation to develop their understanding.	Staff and children	
Water	As above	Stagnant water, consumption/absorption of contaminants	<i>Don't really drink it, it would be yucky!</i>	unlikely	moderate	MODERATE	Water containers are emptied at the end of each session/ day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.	Staff to monitor	
Wet/dirty clothes	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	<i>We should wear old mud suits and wellies</i>	possible	insignificant	LOW	School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	

Benefit Risk Assessment: Sand and Water

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Sand play	Sociable play, motor skills, creative play, language development.	Sand flipping up into eyes.	<i>We are digging for treasure.</i>	unlikely	minor	LOW	Talk to the children about playing together in the sand and use the rhyme – 'the sand stays down low or out you go' Monitor the number of children playing in the sand pit and regulate if necessary.	Staff and children	
Slipping on loose sand around the pit	Children benefit from playing in a large sand pit and connecting with the material.	Children slip and injury themselves on loose sand surrounding the pit.	<i>I have to climb out carefully and empty my wellies into the pit.</i>	possible	minor	MODERATE	Adult to model how to empty sand from wellies, into the sandpit. Adults to monitor and clear the build-up of sand around the pit. Sweep sand from the walls into the sandpit before the cover is placed over the sand.	Staff	
Sand contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated sand	<i>Tell the teacher if we see something strange</i>	unlikely	minor	LOW	The cover needs to be in place at the end of each day. Adults to remove the cover and check for any contamination. Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.	Staff	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Water or sand splashed into eyes, consumption of materials.	Keep the sand down low or away you go – we try to do this	possible	minor	MODERATE	Involve the children in setting the safety rules in these areas.	Staff and children	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Slipping on sand and water on the floor	We need to be careful if there is stuff on the floor	possible	minor	MODERATE	Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and children	

Water tray play	Science exploration on water movement, maths capacity, motor skill development in filling and pouring.	Children become wet and cold	<i>I love when the water spills over the top – it's like a volcano.</i>	unlikely	minor	LOW	Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use.	Staff and children	
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Water	As above	Water is dirty or contaminated	<i>The water is dirty.</i>	unlikely	minor	LOW	All water trays to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed.	Staff then children	
Water toys	Offer creativity in the water play, can facilitate maths and science talk and interactive play.	Toys hold water and become mouldy or contaminated.	<i>I love the water mill it spins round and round when I pour the water here.</i>	unlikely	minor	LOW	Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary.	Staff and children	
Sprays/bubbles	Aiming skills. Blowing. Coordination.	Bubble solution or spray in the eye.	<i>I love watching the bubbles go across the garden then they pop</i>	possible	minor	MODERATE	Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles.	Staff and children	

Benefit Risk Assessment: Bug hotel

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Leafs and sticks in bug hotel	The leafs and sticks encourage bugs for the children to explore	Bacteria and viruses, sharp sticks	<i>Look! A woodlouse in the leafs.</i>	Possible	Moderate	HIGH	Explain to the children that they must wash their hands after playing in the bug hotel. Do not put your hands in your mouth. Do not put the leaves and sticks in your mouth. Do not pick up the leaves and sticks and disturb the creature's home.	Staff and children	
Snails	The children get to explore the features of a snail and observe them exploring the bug hotel	E. coli	<i>A snail! Look at its shell and long foot.</i>	Possible	Moderate	HIGH	Give the children warning and tell them to keep their hands away from their mouth. Wash hands once finished with the activity.	Staff and children	
Beetles	The children get to experience different beetles and their features	Beetle jaws – sharp centipedes jaws	<i>I love this beetle. Look at all of the colours</i>	Possible	Minor	MODERATE	Provide brushes to put creatures into bug boxes for viewing. Give warning about sharp jaws and clear instructions on handling and viewing.	Staff and children	

Benefit Risk Assessment: Construction area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Cable reels, wooden blocks.	Gross motor skills, loose parts to enhance children's imaginative play	Blocks and cable reels falling	<i>I am going to use the cable reels as wheels and the crates as seats.</i>	Likely	Moderate	MODERATE	Explain to the children that heavier items go at the bottom to act as an anchor. Stack no more than 2 crates or cable reels on top if each other.	Staff and children	

Benefit Risk Assessment: Music Area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Musical instruments	The children develop the creative skills and communication and language	The children trap fingers in different parts of the instruments	<i>Listen to the instrument. I like the sound of this one.</i>	Possible	Minor	LOW	Show the children how to use each instrument correctly and safely. Encourage the children to show each other how to use the instruments correctly.	Staff and children	

Benefit Risk Assessment: General Outdoors- Eye Line

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Not seeing children due to layout of the outdoor space	Gross Motor skills Bike skills	The children cannot always be seen due to the nature of the layout of the outdoor space.	<i>I like running down the path.</i>	Possible	Minor	LOW	- Show the children not to go past the red brick wall at the bottom of the path as we cannot see them. - Staff positioned facing down the path. - If not enough staff outside, then cone off the path at the top (next to the busy board.)	Staff and children	

Benefit Risk Assessment: Baking / Cooking

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Using tools – spoons, knives, spatulas etc.	Children develop an understanding of using tools safely and will develop their fine-motor skills in controlling tools.	Children could cut themselves or hurt themselves using equipment.	<i>I love using different tools in my work.</i>	Possible	Minor	Low	Children will only use tools suitable for children – knives will be blunt. Children will only use tools under supervision. Children will be taught and shown how to use tools carefully and properly.	Staff and children	
Heat for cooking or melting materials.	Children will experience the changes that can take place during cooking and will have an understanding of the science behind irreversible and reversible changes.	Burns and scolds.	<i>I love cooking and baking.</i>	Possible	Minor	Low	Children will never be allowed in the kitchen area whilst the oven or hob is hot. Staff will ensure children are supervised at all times near hot materials. Children will be made aware of the rules and the risks of touching hot materials. Hot materials will never be left near children. All hot materials will be allowed to cool before placing near children.	Staff and children	
Germs / control of spreading illness.	Children will have a good understanding of the importance of hand washing and will understand how germs can make you poorly.	Children could spread germs to each other through their baking.	<i>I like to stir and mix ingredients when baking.</i>	Possible	Minor	Low	All children will wash their hands using soap before baking / cooking commences. Children will be taught to cough / sneeze away from the cooking area. Children will be supervised to ensure fingers are not put in mouths during cooking. Any children who touch their mouths / noses will be sent to rewash their hands.	Staff and children	
Allergic reaction	Children will experience different foods / tastes.	A child could have an allergic reaction to new foods.	<i>I love to eat what I have made.</i>	Possible	Catastrophic	HIGH	- Epi pens stored in classroom. - Named bags on hooks with epi pens and medication in. - Children's allergy action plans up in the classroom. - Always ask parents when cooking/ baking/ eating anything new what we need-e.g. what brand of breadsticks they can have. - Parents will inform staff of any known allergies. - Ingredients will be checked and not used if an allergen is known within the setting. - No type of nuts will ever enter the setting. Staff will be vigilant and will remove ingredients from the setting if any rash or other symptoms appear during the cooking session. - Staff will inform parents prior to cooking (via T20) to check for any possible new allergies that have not been reported to school	Staff, parents and children	

Benefit Risk Assessment: Allergies

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Allergic Reaction		Allergic reaction	<i>I must not eat or touch food I don't know about.</i> <i>I must only eat the food in my box.</i>	Possible	Minor	LOW	- Epi pens stored in classroom. - Named bags on hooks with epi pens and medication in. - Children's allergy action plans up in the classroom. - Always ask parents when cooking/ baking/ eating anything new what we need-e.g. what brand of breadsticks they can have. - Parents will inform staff of any known allergies. - Ingredients will be checked and not used if an allergen is known within the setting. - No type of nuts will ever enter the setting. Staff will be vigilant and will remove ingredients from the setting if any rash or other symptoms appear during the cooking session. - Staff will inform parents prior to cooking (via T20) to check for any possible new allergies that have not been reported to school	Staff and children	



Week beginning: _____

<u>Outdoor Environment:</u>	Monday	Tuesday	Wednesday	Thursday	Friday
Gate from the road to Reception locked-Nigel.					
Yellow gate to the top field is locked					
Green storage shed locked or secured to stop child access.					
Check under canopy for any litter or dangerous items / trip hazards.					
Pick up any litter.					
Drain covers are in place and drains are clear.					
Check all outdoor furniture is safe and fit for purpose.					
Remove any broken / unsafe toys and resources.					
Outdoor surface is safe for play e.g. ice / snow / heat / moss					
Tarpaulins are secured safely.					
Check for animal faeces and remove, cordon off, or report as necessary					
Remove any tree debris e.g. large sticks or branches					
Grass area and borders are free of nettles, fungi etc. Report and cordon off if necessary.					
Weather is fit for outside play e.g. lightning, high winds etc.					
<u>Indoor Environment:</u>	Monday	Tuesday	Wednesday	Thursday	Friday
Classroom outdoor top lock is working adequately.					
Floor is clear of trip hazards.					
All cleaning products are safely locked away.					
Classroom door is locked until ready to open by appropriate adult.					
Blue corridor doors near toilets are locked until ready to opened by appropriate adult.					
Classroom sink taps temperature checked e.g. not scalding hot.					
Checked By:					
Time:					